

Mitchell Road Elementary

4124 East North Street
Greenville, SC 29615

Grades	K-5 Elementary School	
Enrollment	600 Students	
Principal	Brenda D. Byrd	864-355-6700
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	56	28	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	No

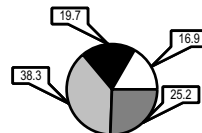
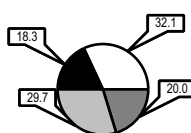
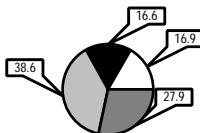
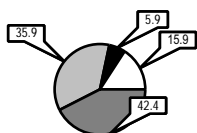
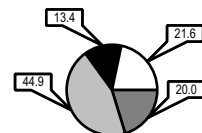
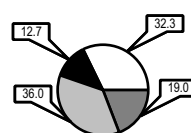
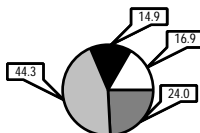
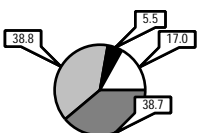
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	325	100.0	15.5	35.5	41.6	7.4	62.2	Yes	Yes
Gender									
Male	150	100.0	20.3	33.8	40.6	5.3	60.2		
Female	175	100.0	11.7	36.8	42.3	9.2	63.8		
Racial/Ethnic Group									
White	179	100.0	3.7	30.5	54.9	11.0	81.1	Yes	Yes
African American	100	100.0	33.0	41.8	24.2	1.1	35.2	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	28.1	40.6	28.1	3.1	43.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	280	100.0	11.0	36.5	45.9	6.7	66.7		
Disabled	45	100.0	43.9	29.3	14.6	12.2	34.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	325	100.0	15.5	35.5	41.6	7.4	62.2		
English Proficiency									
Limited English Proficient	35	100.0	18.5	48.1	29.6	3.7	48.1	I/S	I/S
Non-Limited English Proficient	290	100.0	15.2	34.2	42.8	7.8	63.6		
Socio-Economic Status									
Subsidized meals	128	100.0	27.8	42.6	25.9	3.7	40.7	Yes	Yes
Full-pay meals	197	100.0	8.5	31.4	50.5	9.6	74.5		

Mathematics – State Performance Objective = 36.7%									
All Students	325	100.0	16.9	38.5	27.4	17.2	59.8	Yes	Yes
Gender									
Male	150	100.0	16.5	35.3	28.6	19.5	59.4		
Female	175	100.0	17.2	41.1	26.4	15.3	60.1		
Racial/Ethnic Group									
White	179	100.0	4.3	37.2	32.9	25.6	78.7	Yes	Yes
African American	100	100.0	36.3	40.7	19.8	3.3	30.8	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	25.0	46.9	18.8	9.4	43.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	280	100.0	12.2	38.4	31.4	18.0	65.1		
Disabled	45	100.0	46.3	39.0	2.4	12.2	26.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	325	100.0	16.9	38.5	27.4	17.2	59.8		
English Proficiency									
Limited English Proficient	35	100.0	22.2	37.0	33.3	7.4	55.6	I/S	I/S
Non-Limited English Proficient	290	100.0	16.4	38.7	26.8	18.2	60.2		
Socio-Economic Status									
Subsidized meals	128	100.0	31.5	43.5	20.4	4.6	34.3	No	Yes
Full-pay meals	197	100.0	8.5	35.6	31.4	24.5	74.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	325	99.7	31.5	30.2	19.7	18.6	38.3
Gender							
Male	150	100.0	32.3	28.6	20.3	18.8	39.1
Female	175	99.4	30.9	31.5	19.1	18.5	37.7
Racial/Ethnic Group							
White	179	99.4	9.2	33.1	28.2	29.4	57.7
African American	100	100.0	65.9	22.0	8.8	3.3	12.1
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	46.9	43.8	9.4	0.0	9.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	280	99.6	25.6	32.7	22.0	19.7	41.7
Disabled	45	100.0	68.3	14.6	4.9	12.2	17.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	99.7	31.5	30.2	19.7	18.6	38.3
English Proficiency							
Limited English Proficient	35	100.0	40.7	48.1	7.4	3.7	11.1
Non-Limited English Proficient	290	99.7	30.6	28.4	20.9	20.1	41.0
Socio-Economic Status							
Subsidized meals	128	100.0	53.7	31.5	11.1	3.7	14.8
Full-pay meals	197	99.5	18.7	29.4	24.6	27.3	51.9

Social Studies							
All Students	325	99.7	16.3	38.6	24.7	20.3	45.1
Gender							
Male	150	100.0	18.8	33.8	23.3	24.1	47.4
Female	175	99.4	14.2	42.6	25.9	17.3	43.2
Racial/Ethnic Group							
White	179	99.4	4.3	33.7	32.5	29.4	62.0
African American	100	100.0	27.5	51.6	14.3	6.6	20.9
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	43.8	28.1	21.9	6.3	28.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	280	99.6	12.6	39.0	27.6	20.9	48.4
Disabled	45	100.0	39.0	36.6	7.3	17.1	24.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	325	99.7	16.3	38.6	24.7	20.3	45.1
English Proficiency							
Limited English Proficient	35	100.0	33.3	33.3	18.5	14.8	33.3
Non-Limited English Proficient	290	99.7	14.6	39.2	25.4	20.9	46.3
Socio-Economic Status							
Subsidized meals	128	100.0	27.8	49.1	13.0	10.2	23.1
Full-pay meals	197	99.5	9.6	32.6	31.6	26.2	57.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	112	100.0	13.9	26.9	47.2	12.0	59.3
	4	104	100.0	12.1	32.3	48.5	7.1	55.6
	5	100	100.0	17.7	44.8	35.4	2.1	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	107	100.0	17.0	21.3	54.3	7.4	61.7
	4	110	100.0	15.3	40.8	39.8	4.1	43.9
	5	108	100.0	15.3	44.9	33.7	6.1	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	112	100.0	16.7	48.1	24.1	11.1	35.2
	4	104	100.0	14.1	33.3	24.2	28.3	52.5
	5	100	100.0	17.7	47.9	17.7	16.7	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	107	100.0	12.8	43.6	33.0	10.6	43.6
	4	110	100.0	17.3	31.6	32.7	18.4	51.0
	5	108	100.0	20.4	40.8	18.4	20.4	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	107	100.0	30.9	35.1	25.5	8.5	34.0
	4	110	100.0	32.7	30.6	21.4	15.3	36.7
	5	108	99.1	32.0	23.7	13.4	30.9	44.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	107	100.0	13.8	35.1	30.9	20.2	51.1
	4	110	100.0	13.3	44.9	24.5	17.3	41.8
	5	108	99.1	22.7	35.1	20.6	21.6	42.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 600)				
First graders who attended full-day kindergarten	98.1%	Up from 95.7%	100.0%	100.0%
Retention rate	2.5%	Down from 3.3%	2.5%	3.0%
Attendance rate	96.4%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.6%	Up from 1.3%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%	Up from 1.3%	2.8%	3.2%
Eligible for gifted and talented	20.6%	Down from 23.8%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 6.5%	7.7%	8.2%
Older than usual for grade	0.8%	Up from 0.5%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	76.3%	Up from 70.3%	53.8%	52.6%
Continuing contract teachers	86.8%	Down from 94.6%	84.6%	83.3%
Highly qualified teachers	91.9%	Down from 93.5%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 87.0%	89.0%	87.0%
Teacher attendance rate	95.7%	Down from 96.0%	94.9%	95.0%
Average teacher salary	\$45,843	Up 2.5%	\$42,453	\$41,703
Prof. development days/teacher	15.9 days	Up from 14.7 days	12.7 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 20.7 to 1	19.2 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 90.7%	90.0%	89.8%
Dollars spent per pupil*	\$5,813	Up 7.7%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	67.9%	No change	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mitchell Road Elementary School offers students a quality education in a safe, inviting environment while helping them learn responsibility, self-discipline and respect for others.

...Mission Statement from the school's Strategic Plan

The faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. Goals focus on academic achievement, a supportive educational environment, technology integration, and parental involvement. Goals were written to address specific school needs and components of the district's Education Plan. The School Improvement Council and school personnel regularly review the progress made in achieving these goals.

Mitchell Road Elementary has experienced a high level of success over the past several years. It has been named a National Blue Ribbon School of Excellence, a Carolina First Palmetto's Finest School, and an Exemplary Writing School. The school and PTA recently purchased twenty-eight new computers for the computer lab to provide all students access to the most current technology. All classrooms have between two and five computers each along with Internet access and presentation televisions.

Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child's education. The active involvement of the school's PTA helps provide integral programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on PTA or SIC committees, landscaping, etc. There is definitely something for everyone, and parents are always welcome in our school!

The individual child is the focus of all efforts at our school. Teachers and staff work together to meet the needs of each student. Every child has the opportunity to achieve success related to not only academics, but also in areas such as music, art and physical education. We encourage students to set yearly goals to improve their performance in specific areas. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

Brenda D. Byrd, Principal
Justin Cazell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	98	57
Percent satisfied with learning environment	100.0%	88.5%	83.9%
Percent satisfied with social and physical environment	97.0%	86.6%	85.5%
Percent satisfied with school-home relations	100.0%	90.7%	83.6%

*Only students at the highest elementary school grade level at this school and their parents were included.